Making the Shift: Assessment for Learning

Middle School Breakout Session
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Learning Support Team Training
Cardinal Stritch University
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Table introduction

Starting with the person closest to the front, say your name and something important about your teaching. Continue to the right

3 minutes… Go
## Engaged Learning

### Elements

- Learner-centered
- Clear learning targets
- Experiential
- Reflective
- Authentic
- Social
- Collaborative
- Challenging

### Observable Traits

<table>
<thead>
<tr>
<th>Element</th>
<th>Observable Traits</th>
</tr>
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<tbody>
<tr>
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</tr>
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General Learning Targets

- Teachers will learn principles of feedback to facilitate assessment for learning

- Teachers will learn how to use formative feedback across content areas in all middle school classrooms

Bonus! Identify what is missing from this model lesson.
Double Bonus!! Figure out a way to fix it.
Specific Learning Targets

Identify and post learning targets

- Individual
- School-based
- Content-based
Part 1/ 12:45 – 1:45

- Effects of Formative Assessments on Student Learning
- Self Assessment (where am I on the continuum)
- Misconceptions
- Barriers
- Creating the classroom environment for Formative Assessment
Effects of Formative Assessments on Student Learning

- Students
  - become self-regulated learners
  - become data driven decision makers
  - take ownership of their learning
  - become confident and capable
  - become resilient learners

- Students learn more and learn smarter
Self Assessment

You will need your mobile device for this! Go to Kahoot.it and enter a nickname and the survey pin.
Common Misconceptions

1. Formative assessment is a special kind of test or series of tests that teachers learn to use to find out what their students know.

A formative assessment is not a test, it is a process.
2. Formative assessment is a program that teachers adopt and add to what they already do.

Formative assessments are not prepackaged programs, they are a *philosophy of teaching and learning*. 
3. Any practice that gathers information for the purpose of improving programs or improving teaching is a part of formative assessment.

Although the quality of instruction rises when using formative assessments, the intended outcome is to raise the learning and achievement of **current** students – it is done in “**real time**”
Barriers to formative assessment

- Physical Space in classroom
Barriers

- Traditional teaching styles
Barriers

- Pressured for time
- Pressured for results
Other Barriers?

- Take 3 minutes and write a list of any other barriers that may exist for YOU.

- Share those with a neighbor
Part 2/2:00 – 3:00

- Learning targets
  - General
  - Specific

- Activity 1 - Readings and discussion
  “How am I doing?” by Jan Chappuis
Effective feedback occurs during the learning, while there is still time to act on it.

-Jan Chappuis
Activity 1 - Getting Ready

When engaged in classroom reading activities -

How do YOUR STUDENTS know that they are successfully gathering the key understandings of an assigned passage?

How do YOU know your students are successfully gathering the key understanding of an assigned passage?
Activity 1 - Directions

1. Form groups of 4-6.
2. Identify teachers and students.
3. Read as engaged teachers and students.
4. In addition to reading for understanding, identify the positive student and teacher behaviors that promote feedback for learning.
5. Share in small group.
6. Personal reflection/Large group sharing
   “How can this article impact your attitudes and practice when school is back in session?”
Activity 1 Assignments

**Teachers-**
As you read the article, decide what key understandings the students should acquire and why.

Identify ways you could provide teacher feedback to the students so they gain full understanding of the content while reading the article.

**Students-**
As you read the article, consider how your students might approach the task if lacking the benefit of teacher feedback.

Identify ways that students can be taught to provide peer feedback so they gain full understanding of the content while reading the article.
Personal reflection and Large group sharing

“How can this article impact your attitudes and practice when school is back in session?”
Assessment for Learning

http://interactiveachievement.com/formative-assessment/descriptive-feedback/

- **Learning Goals**
  Teachers set clear and actionable goals for what a student will learn, master and be able to do by the end of the lesson/unit is a great starting point.

- **Success Criteria**
  Students define what their best work will look like and what they need to do to be successful.

- **Descriptive Feedback**
  When a student receives clear and descriptive feedback on their work, they have the opportunity to analyze what they have done well and which part(s) need improvement. Outlining steps to improve their work is encouraged.

- **Peer & Self-Assessment**
  Students can use the feedback from their peers to gauge their work and also self-assess. When students work together to improve their work, it can foster a sense of collaboration. Students can assess themselves by discovering how their work compares to the criteria and exemplar.

- **Individual Learning Goals**
  Reflecting on outcomes is a critical part of descriptive feedback. Taking time to celebrate accomplishments is great for bolstering confidence. If the activity wasn’t their favorite, they can still learn a great deal by asking themselves how they would do things differently in the future.